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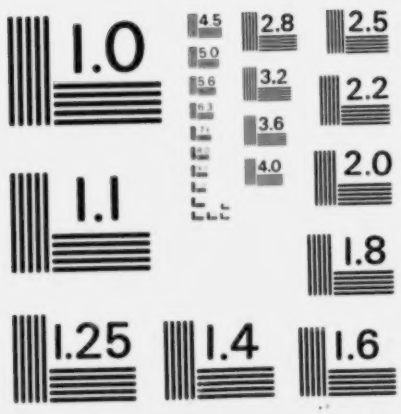

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The newly formulated staff development program for professional university adult educators at the University of British Columbia entails the establishment of basic competencies, a seminar and independent study (selected readings) program, and regular staff seminars to help to enable supervisors to clarify and practice new learning. Basic tasks and professional competencies of extension supervisors include setting program objectives, identifying student needs, determining evaluation procedures, selecting content, processes, resources, and facilities, evaluating the program as a whole, and reporting and other administrative procedures. The independent study outline matches specific readings or groups of readings to specific tasks and competencies. (The document includes 35 references and a consideration of desirable characteristics of professional program planners.) (ly)

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Occasional Papers in Continuing Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A STAFF DEVELOPMENT PROGRAM FOR THE EXTENSION DEPARTMENT,
THE UNIVERSITY OF BRITISH COLUMBIA

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A STAFF DEVELOPMENT PROGRAM FOR THE EXTENSION DEPARTMENT, THE UNIVERSITY OF BRITISH COLUMBIA

The Department of University Extension, The University of British Columbia, Vancouver 8, Canada, 1968

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ABOUT THE SERIES AND THIS PAPER

This is the second in a series of Occasional Papers being published by our Extension Department in accordance with one of our goals - to contribute to the theory and practice of adult education. We intend to publish in this series statements or studies in the field which we feel may be of interest to others and which originate here at our institution.

One of the activities of our Department which is closest to our hearts and which at the same time presents considerable difficulty is the in-service professional development program for our staff. As an agency concerned with the provision of opportunities for continuing education, we are of course particularly aware of the importance of our <u>own</u> continued growth and development. This task is made more complicated by the fact that many of us have up to three kinds of personal growth that we wish to promote. We all are concerned with developing our interests and capacities as human beings - the areas we often refer to as liberal education. Many staff members also have a prior - and usually, continuing - interest in a particular academic discipline or profession. Some extension people continue to teach in this other field. Almost everyone at least wishes to keep up to date in that field in so far as possible. And thirdly, as - and to the extent - we become involved in the professional aspects of continuing education, especially program planning and evaluation, we feel the need to gain more competence in these areas as well.

The universities of our country already have some provision in the form of short and long term leaves for faculty members who wish to take time off for further research and learning. These provisions are of assistance to many of us in Extension work. In many cases the Extension Department itself adds various other forms of assistance. This may involve simply making it possible for staff to attend university courses during normal

working hours. It includes providing funds in order that staff members can attend professional meetings, conferences and short courses. Many departments also from time to time hold staff meetings devoted either to institutional matters, professional training in adult education, or to a mixture of the two.

Over the years we in the U.B.C. Extension Department have organized a number of workshops, discussion series,residential weekends, etc., designed to improve our professional competence. I think it is fair to say that these sessions have been of considerable value to many of us. But we have almost always encountered two problems in relation to planning these programs. One is that the members of the staff vary greatly in terms of their experience with and knowledge of adult education. We are not all starting at anything like the same place. Secondly - perhaps a more basic point - we have divergent points of view as to the significance we attach to adult education as a field of knowledge. Some members of the staff feel a first and overwhelmingly dominant loyalty to their prior field of academic or professional study and are not much interested in an in-depth study of adult education. Others feel they have chosen adult education as a career and wish now to make it their chief professional interest. The foregoing positions are stated here in extreme terms. Most people find a position somewhere in between.

The difficulty of arranging in-service development meetings which can be satisfactory for all staff members concerned has led us to consider the development of an independent-study program which would allow individuals to proceed at their own pace and with whatever degree of thoroughness they find possible or useful. Mr. Jack Blaney, our Associate Director in charge of Program Development, undertook the preparation of the program and the results form the body of this Occasional Paper.

We do wish to make it clear that although a great deal

of work, consultation and study have gone into this program already, we still look upon it as being very much in the formative stages. The reason for publishing the program at this time is that we hope it may be of interest to others in the field and that as a result of their experience and our own with it we will be able to improve it further.

Our staff here at U.B.C. have been involved at several stages in the preparation of the program. A number of their comments and reactions over the months have been incorporated into the document. The text of the program was put in fairly good shape last spring and over the summer sufficient extra copies of the suggested readings were gathered here in the Department. At the September meeting of the professional staff the program was officially launched (without benefit of champagne!) and since that time two forms of follow-up have occurred. Some staff members are doing at least parts of the recommended reading on their own. About ten others have decided to follow the program as a group - at least at the initial stages - and at the time of writing two meetings of the group have been held, operating in a way typical of study-discussion groups.

We hope that this program will be useful to others working in the field. We would greatly appreciate receiving comments or suggestions for its improvement.

GORDON SELMAN
DIRECTOR

November, 1968

A STAFF DEVELOPMENT PROGRAM FOR THE EXTENSION DEPARTMENT

THE UNIVERSITY OF BRITISH COLUMBIA

I PREAMBLE

1. The Professional Program Planner

Each of the various understandings, attitudes and skills which go into planning and conducting an effective educational program probably can be placed into one of two categories. The first category could be described as creativity or imagination combined with a particular set of attitudes and perceptions;[1] the second could be designated as technical expertise. (For brevity, these categories may be referred to below respectively as 'general' and 'technical' abilities.) Some persons are far more comfortable and successful in employing largely an intuitive or general approach. Others prefer an approach utilizing more scientific procedures. Various writers on the subject of program planning also appear to differ in emphasis: Robert Mager, author and private consultant, clearly stresses the scientific approach to course design, while Alan Thomas suggests another position when he says that program planning "... is as exciting and subtle a task as producing a play or great radio or television program,"or when he states that "novelty is what distinguishes one program from another and surely the ordinary from the gifted programmer." [2]

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[1] This 'set' includes: a belief that most people have a potential for growth; a belief that the adult educator has significant contributions to make to both individuals and groups within our society; a willingness to consider and accept ideas of others; a view that the adult educator himself must typify the well-educated continuous learner.

[2] Alan Thomas in *Adult Education: Outlines of an Emerging Field of Study*, Jensen et al. A.E.A. of the U.S.A.

Programs organized on a highly intuitive, general basis and ostensibly lacking any systematic order can be really exciting. The reverse probably is not true: it is entirely possible that a thoroughly organized and scientifically conceived program could well be just about the dullest thing that happened and, as such, is not worth much unless someone learns not to repeat the experience. It needs to be remembered, however, that an 'exciting' program in itself may not be significantly effective in influencing learning.

The most important set of characteristics a person can bring to programming are those described above as general, which includes a highly developed intuition or creativeness. But if program planners are to be considered professionals in university continuing education, they also need to have the knowledge and skills required to design and manage programs which are technically sound. There are at least three reasons for this position: first, many program situations (particularly courses for professional groups) clearly require a systematic approach to course design, in that specific objectives need to be achieved, and accurate evaluation is required. Second, there is presently much known about the design of instructional programs and the psychology of adult students, all of which can be utilized to <u>improve</u> the organization and conduct of our programs. And third, if general abilities alone are required, what is to distinguish us from anyone else with a graduate degree plus these characteristics? What, for example, do we bring to a meeting of faculty and community persons other than some idea as to what is marketable and a knowledge of resources and facilities?

2. Extension's Role in Staff Development

If we accept that Extension programmers should possess both general and technical abilities, we may question what Extension can do to further develop these abilities.

In terms of the inventive and general characteristics, an Extension Department for a number of reasons can probably do very little in terms of direct training. A person's creativeness and basic attitudes about people and education are largely developed by the time he reaches Extension, a fact which must be seriously considered in the initial selection of a staff member. Not much in the way of concrete evidence exists to demonstrate that creativity can be directly 'taught' to adults (unless one includes here the work done in problem-solving). However, all members of Extension can help to construct and maintain the 'climate' which encourages the exercise of whatever creativity each possesses, and which fosters and fortifies the general attitudes described above. Such a climate should be a distinct goal of any staff development program. Another way to look at Extension's role in staff development is in terms of 'pay-off'. That is, of the two characteristics, general and technical, which is less developed in terms of its respective potential? Observation suggests the technical.

With respect to the planned development of scientific or technical abilities, Extension can do much more than it can with the general and creative, assuming that any reasonably intelligent, college-educated person can learn the required knowledge and skills. Obviously, it would be difficult for someone to spend a year or so in Extension and not learn some important things about the program planning process: an informal, partial and generally unplanned staff development program is at work pretty well all the time - or at least - it can be made to work by anyone who wishes. But perhaps learning related to this process can be more systematic so that in one year an interested person can learn as much as he could in five or more through more casual means. The position has been taken, then, that a planned staff development program should be organized to complement the informal one that presently exists.

3. Nature of the Staff Development Program

The U.B.C. Extension professional staff has given general

support to the following principles by which the development and operation of the staff development program (S.D.P.) will be conducted.

(a) A first step in the S.D.P. was to establish with supervisors, the competencies considered as comprising the basic qualifications of a professional university adult educator (or if you prefer, continuing education program planner). This has been completed and constitutes a portion of Part II of this paper.

(b) On the basis of these competencies, an <u>independent-study</u> (selected readings) and seminar program has been planned. Independent-study has been chosen as the principal S.D.P. method, since supervisors vary greatly in terms of their interests and previous experience, and because it is difficult to schedule many meetings which all supervisors can attend. (An attempt has been made to include a minimum number of relevant, clearly written materials. For some topics, choosing among the many references available was difficult; for other topics, very little in the way of good material exists.)

(c) In order to provide supervisors with an opportunity to clarify concepts learned through private study of the suggested readings, and to provide opportunities for practice of the various program planning skills, two kinds of staff seminars are planned. The first type of seminar, occurring approximately twice yearly and of a one to two day duration, will feature an outside consultant-resource person. The other kind of seminar, occurring once or twice each fall and spring, and of one-half to one day's duration, will be an Extension staff only affair, and will be directly concerned with topics arising out of the independent-study readings.

(d) While an independent-study program has been developed, each supervisor should decide for himself the means by which he will improve himself professionally and whether he should undertake the program provided by the Department. In other words, the S.D.P. will be available as one means of continuing education in university adult education which one may or may not undertake. As a corollary to this point, the evaluation of supervisors in the Department will continue to be made on the basis of performance, not on apparent knowledge of continuing education.

II THE PLANNING AND ADMINISTRATION OF UNIVERSITY CONTINUING EDUCATION PROGRAMS

This section has three parts. First, the job of program planning and administration is described in performance terms on the left hand side of the following pages (beginning with page 11). Second, a subject matter or topical outline relating to the various aspects of the job appears in the right hand side of each page. Third, included with the subject matter outline are various selected references (mostly monographs) which may be consulted for information about the topics listed. (It needs to be emphasized that the descriptions of the job and the selected references are only those considered basic and essential; these lists could be expanded at some length. Further, there is nothing immutable about these lists. Hopefully, as supervisors examine and work with them, suggestions directed towards their improvement will be made.)

As indicated, the plan developed for the Staff Development Program is to combine seminar-workshops with private reading of the suggested materials. At least one staff seminar will be held in the fall of 1968, and another in early spring, 1969. The precise nature of these seminars will be worked out with supervisors in advance of the seminar dates, but generally will aim to provide an opportunity to discuss the readings undertaken to that point in time, and to'practise' some of the tasks or jobs outlined below. In addition to these two seminars, spring 1969 will also include a two-day workshop with Dr. Robert Mager concerning the derivation, achievement and evaluation of affective objectives (i.e. objectives relating to attitudes, interests and the like). May 15 and 16 are the tentative dates for this workshop.

AN OVERVIEW

The essential process of program planning could be described very briefly as follows: "Decide upon what you want

to do (objectives); choose the most appropriate procedures (methods, techniques) for accomplishing your aims; and determine the success (evaluation) of your procedures in terms of the objectives." In addition, a series of administrative tasks, from securing facilities to promotion, are required to support the mounting of any program.

For a more comprehensive and useful overview of the process of program planning (or, if you prefer, the process of instructional design), the following may be consulted, perhaps in the order listed:

Popham, *The Teacher-empiricist,* pp.7-24[3]
Tyler, *Basic Principles ...,* passim.
Verner, *Adult Education,* Chaps.iv-vi.

These three references should provide a framework for what follows. If you wish additional but somewhat different material as an overview of programming, try Gagné, *The Conditions of Learning,* Chap.ix. for something more theoretical, or *Adult Education,* ed. Jensen, Chap.xiii. for something with a bit of life to it.

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3 In most cases, you will be able to read 'teacher' as program planner. This reference and those following are to works listed in the bibliography on pages 18 and 19.

TASKS AND PROFESSIONAL COMPETENCIES OF U.B.C. EXTENSION SUPERVISORS[4]

(Stated in general performance terms, what the supervisor is able to do)

A. PROGRAM OBJECTIVES

1. Sources of Objectives and Ideas for Programs

(a) Demonstrate through discussion and practice (of program planning) an understanding of his educational role within the context of our society.

(b) Demonstrate through discussion, practice, and perhaps publication a general understanding of adult education including knowledge of the field's goals, problems, and significant current developments.

(c) Identify the basic and developing needs of adults that motivate them to participate in adult education programs.

[4] Only competencies considered basic are listed, hence this listing should not be considered as the upward limits of technical professional competence. Further, this listing deliberately excludes most of the traits classified as 'general' in Part I.

SUBJECT MATTER OUTLINE, WITH REFERENCES

(For full references see pp. 17–19)

A.

1. (a) The Role of Adult Education & The Adult Educator

Jensen, Chap. i.
Whipple, "Monograph"

(b) Adult Education: Goals, Problems, Issues

Broudy, "monograph"
Powell, Chap. iii.
Knowles, Chap. iv.
Verner, Chap. i.
Jensen, Chap. xii.

(Chapters vii, viii and ix of Jensen may also be of interest. In addition, Burns, *Sociological Backgrounds to Adult Education;* and Ingham, *Institutional Backgrounds to Adult Education* are very good.) .

(c) The Developing Needs and Motivation of Adults and their Education

Havighurst, esp. Chaps. vi, vii and viii. (monograph) Verner, Chap. ii. Miller, *Participation of Adults,* which includes a description of Maslow's 'hierarchy of needs.'

(Also, Maslow, *Toward a Psychology of Being* – excellent)

TASKS AND PROFESSIONAL COMPETENCIES OF U.B.C. EXTENSION SUPERVISORS

A. PROGRAM OBJECTIVES cont'd

1. Sources of Objectives and Ideas for Programs (cont'd)

(d) Converse 'intelligently' with the subject matter specialists in the field within which he or she is working.

(e) Utilize various techniques for determining the major characteristics of the clientele/professional group for whom he is organizing programs, (e.g. – interests, educational needs, socio-economic-educational characteristics, geographical distribution etc. – all of which cannot be isolated from the character of the larger community of which a particular clientele is a part).

(f) Identify and discuss major University and Extension Department goals, policies, organizational structures and resources which relate to the type and level of program developed.

(g) Describe Extension's role within the context of the university and other adult education agencies and stipulate what this implies for his programming.

(h) Display creativity and imagination in developing program ideas and demonstrate the belief that innovation and experimentation contribute to the development of his program.

2. Use of Committees, Consultants, etc.

(a) Consult faculty when appropriate and establish an efficient and harmonious liaison with the appropriate department or faculty.

(b) For a given program, determine an effective and efficient use and composition of committees in the program planning process (when it is appropriate to use committees).

(c) Select and use procedures for conducting productive (and harmonious) committee meetings and group discussions.

SUBJECT MATTER OUTLINE, WITH REFERENCES

A.

(e) Determining the Characteristics of Clienteles
Verner, Chap. ii
Livingstone
Waterton
Knox, (CSLEA)

(f) (g) University and Departmental Goals and Policies
Selman, *A History of Fifty Years*
Selman, *Goals, Organization, Policies*
(Also requires staff discussion)

2.

(a) (b) (c)
Group Processes, Hollister
Liaison with Faculty
Staff Discussion

TASKS AND PROFESSIONAL COMPETENCIES OF U.B.C. EXTENSION SUPERVISORS

A. PROGRAM OBJECTIVES cont'd

3. Determining Specific Objectives and Evaluation Procedures

(a) From a list of general program ideas and objectives, formulate precise and specific objectives which will convey similar meanings to faculty, administrators and students. (Faculty will often play a major role in determining the objectives.)

(b) On the basis of these objectives and in terms of the principles and the theory of testing and evaluation, develop appropriate evaluation procedures, and/or

(c) Employ experts in the design and use of evaluation devices.

B. PRE-ASSESSMENT OF STUDENTS

Assess the knowledge, skills and attitudes of prospective students in relation to their specified objectives, and revise program plans if necessary as a result of this pre-assessment.

SUBJECT MATTER OUTLINE, WITH REFERENCES

3. (a) Formulating Instructional Program Objectives

Miller, pp. 296-297, *Teaching and Learning*

Mager

(Mager and Beach: Persons organizing programs for professional groups, or programs where specific competencies must be mastered will find this monograph most useful, although it is written primarily for persons in vocational education.)

(We need something beyond Mager's treatment of the formulation of objectives but to date nothing is available, save our ability to interpret and adapt.)

3. (b) (c) and B

Program Evaluation and Pre-Assessment of Students

Verner, Chap. vi.

Jensen, Chap. xv.

Miller, *Teaching and Learning*, Chap. x.

Miller and McGuire: selected chapters

(emphasis is on liberal education).

(Furst: For those who wish to pursue this topic in greater depth, this book is non-technical and is reasonably good (considering what is available), even though it is 'achievement-test' and 'public school' oriented.)

TASKS AND PROFESSIONAL COMPETENCIES OF U.B.C. EXTENSION SUPERVISORS

C. SELECTION OF CONTENT, PROCESSES, RESOURCES AND FACILITIES

1. Content, Methods and Techniques

(a) In terms of the objectives, select and arrange the appropriate subject matter, methods and techniques, in accordance with the generally accepted principles of learning and instruction (particularly as these principles relate to the conditions under which adults are most likely to learn best).

(b) Demonstrate the knowledge and skills required to use the methods and techniques available to him.

2. Devices, Resources and Instructional Facilities

In terms of the objectives and the content, methods and techniques to be employed, select and arrange the most appropriate (A-V) devices, resources and instructional facilities:

(a) Select subject matter specialists (instructors) who are compatible with and able to work within the given objectives and the methods selected (inasmuch as possible).

(b) Select other instructional resources (e.g. books, films, tapes, etc.) as appropriate to the objectives.

(c) When required and where possible, assist instructors with the selection and use of appropriate teaching techniques and audio-visual materials.

(d) When required and appropriate, devise means to encourage faculty use of the various instructional media and techniques.

SUBJECT MATTER OUTLINE, WITH REFERENCES

C. Selection and Arrangement of Content, Methods, Resources and Facilities; Adult Learning

1. (a) (b) Psychology of the Adult as a Learner
Kuhlen and Lorge

Principles of Learning [5]
Miller, *Teaching and Learning*, Chap.ii.
Popham, *Knowledge of Results*
Popham, *Appropriate Practice*

Methods and Techniques [6]
Tyler (Also suggested for 'overview')
Verner, Chap. v.
Gagné, pp. 285-296

2. Instructional Resources, A-V devices
Gagné, Chap. x.
Extension Reference Book.
(Roberts, "Audio-Visual Services")

[5]For greater depth, see Gagné and De Cecco

[6]Ibid

TASKS AND PROFESSIONAL COMPETENCIES OF U.B.C. EXTENSION SUPERVISORS

D. EVALUATION

1. Procedures
   Administer, score and interpret the evaluation procedures previously designed.

2. Specialists
   Utilize specialists when required in undertaking 'D1' tasks.

E. PROGRAM WINDUP

1. & 2. Report and Record

(The use of the reports and records suggested below will vary with their nature and significance. Often these will take the form of self-reports to be filed or remembered for use in subsequent programs. On other occasions, reports can be made informally or formally to other supervisors, and when considered of wider interest, to other persons in adult education by means of journals or papers.)

(a) Report concisely on significant outcomes of programs, particularly as these relate to objectives.

(b) Identify new insights into programming as a result of a particular program, and record and transmit these insights in a way which will ensure their use and consideration in subsequent programs and which will contribute generally to the knowledge and practice of university continuing education.

SUBJECT MATTER OUTLINE, WITH REFERENCES

D. EVALUATION
(References as for A.3, (b), (c) and B.)

E. REPORTING AND RECORDING
References cited for 'Evaluation' should be useful; also a good topic for staff discussion.
Tichy
The Conference Planner. pp. 54 ff.; p.62.

TASKS AND PROFESSIONAL COMPETENCIES OF U.B.C. EXTENSION SUPERVISORS

F. PROGRAM ADMINISTRATION

1. Demonstrate through practice an understanding of the organization and the administrative policies and procedures of both the Extension Department and the University.

2. Identify and schedule the administrative tasks involved in mounting a program so as to ensure:

   (a) an efficient and orderly sequence of activities;

   (b) the consideration of all details, such as the organization preparation of program materials, mailing lists etc.;

   (c) the minimum of crises with respect to deadlines, etc. (through controlling and evaluating the schedule).

3. Identify and delegate those administrative tasks best assumed by a secretary, clerk or service department.

4. Draft a comprehensive budget in accordance with departmental policy.

5. With assistance if required, determine an appropriate means of publicizing a program and generally communicating with prospective students.

6. Establish clear and complete communications with all persons and groups involved with a course or program.

7. Establish and contribute towards effective inter-personal relationships within the Department.

8. Supervise effectively all subordinate staff.

(SPECIFIC AND LOWER ORDER ABILITIES – ADDED ONLY TO EXEMPLIFY)

9. Secure up-to-date information about the various meeting facilities available for programs.

10. Obtain appropriate mailing lists.

11. Organize efficient procedures for handling details such as registration, conference kits, staff arrangements etc.

12. etc.

SUBJECT MATTER OUTLINE, WITH REFERENCES

F. PROGRAM ADMINISTRATION [7]
Organization and Administration of the University and Extension Department

Selman, *Goals, Organization, Policies*
Extension Reference Book

Scheduling Administrative Tasks
The Conference Planner, pp. 586 ff.
Education-Extension and Business and Management Program 'Worksheets'
(available from Phil Moir and Jim Currie)

Publicity
Stern
Extension Reference Book.
(Hoegg, "Public Relations and Publicity")

[7] Very little is available which can directly relate to the kinds of administrative tasks we undertake. Perhaps we can learn best in this area through sharing ideas and discussion of common tasks, problems and concerns. A popular and readable text on management is Peter Drucker's, *The Effective Executive*.

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